Free to Think

Report of the Scholars at Risk Academic Freedom Monitoring Project

ACKNOWLEDGMENTS

Scholars at Risk gratefully acknowledges the members of higher education communities worldwide who through their courage and dedication have inspired us. We acknowledge especially the researchers contributing to the monitoring project by reporting and analyzing incidents, tracking down sources and witnesses, and helping to develop advocacy responses. We thank the many member institutions, associations, partners and individuals who contribute to our work beyond the monitoring project, including especially through their direct assistance for threatened scholars. We gratefully acknowledge the financial, programmatic and administrative support that makes our work and this report possible, including especially the support of the National Endowment for Democracy, the Vivian G. Prins Foundation, the Sigrid Rausing Trust, the Open Society Foundations, New York University, the members of the network Board and the many Friends of Scholars at Risk who help us each day to protect more scholars.

This report is the result of research conducted by the Scholars at Risk Academic Freedom Monitoring Project and may not reflect the views of individual network members institutions or participating individuals. Scholars at Risk invites comments on this report or inquiries about our work at scholarsatrisk@nyu.edu.

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Cover: Egyptian police clashed violently with students at Al-Azhar University, leaving at least one student dead, four more injured and two university buildings damaged. *(AFMI 118)*

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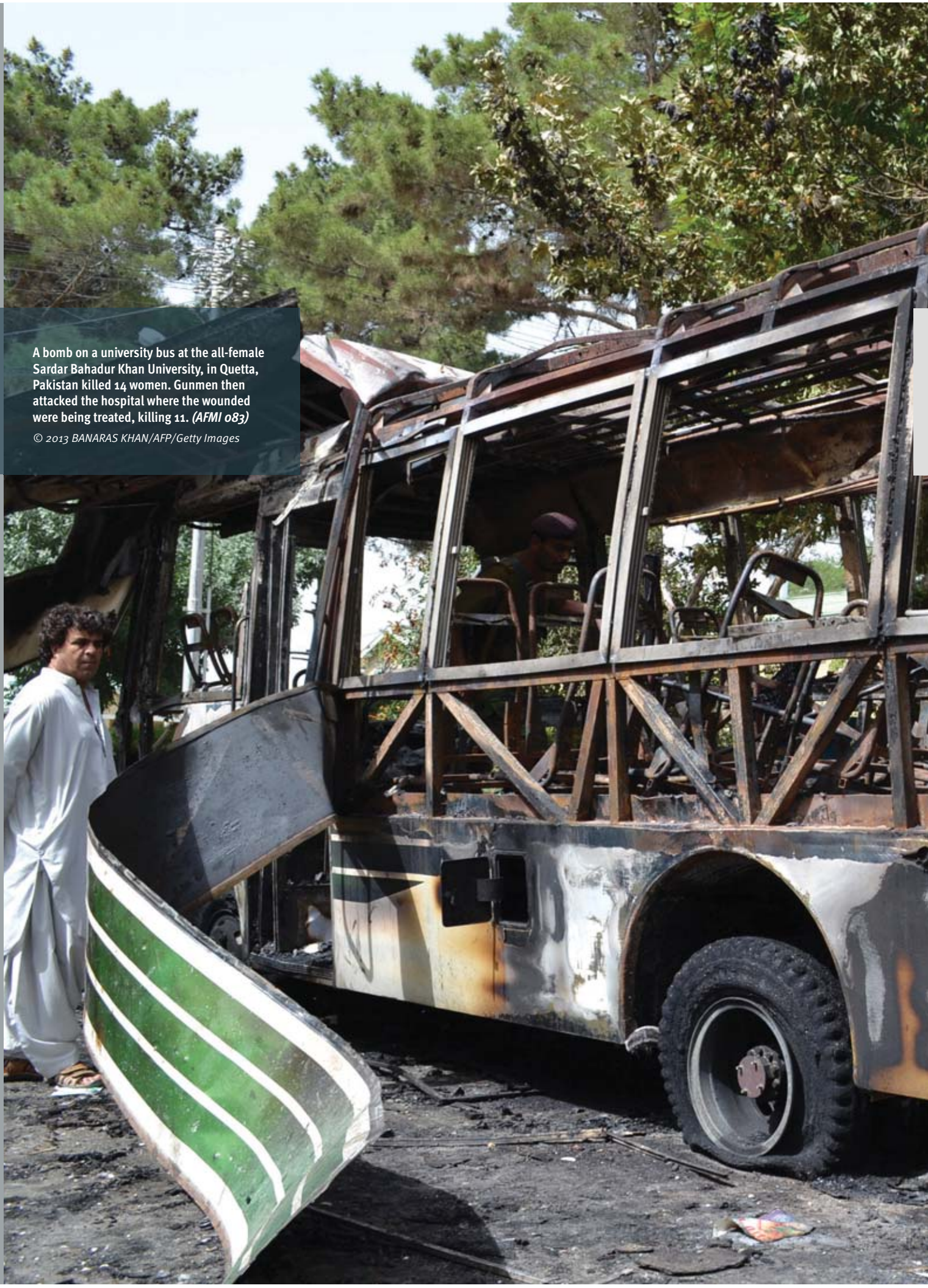
SCHOLARS AT RISK
NETWORK



A bomb on a university bus at the all-female Sardar Bahadur Khan University, in Quetta, Pakistan killed 14 women. Gunmen then attacked the hospital where the wounded were being treated, killing 11. ***(AFMI 083)***

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FOREWORD

Scholars at Risk (SAR) works to promote academic freedom and protect the human rights of higher education communities worldwide. An international network of institutions, associations and individuals, Scholars at Risk has provided over the last 15 years advice and direct assistance to institutions and scholars in over 2000 cases, including arranging over 600 positions of sanctuary for scholars forced to flee their home countries due to violence and threats. Scholars at Risk also advocates for scholars facing prosecution, imprisonment or other restrictions through the **SAR Scholars-in-Prison Project**, and raises awareness about threats to higher education communities through the **SAR Speakers Series**, faculty development workshops, the biennial **SAR Network Global Congress** and the **SAR *University Values*** bulletin.

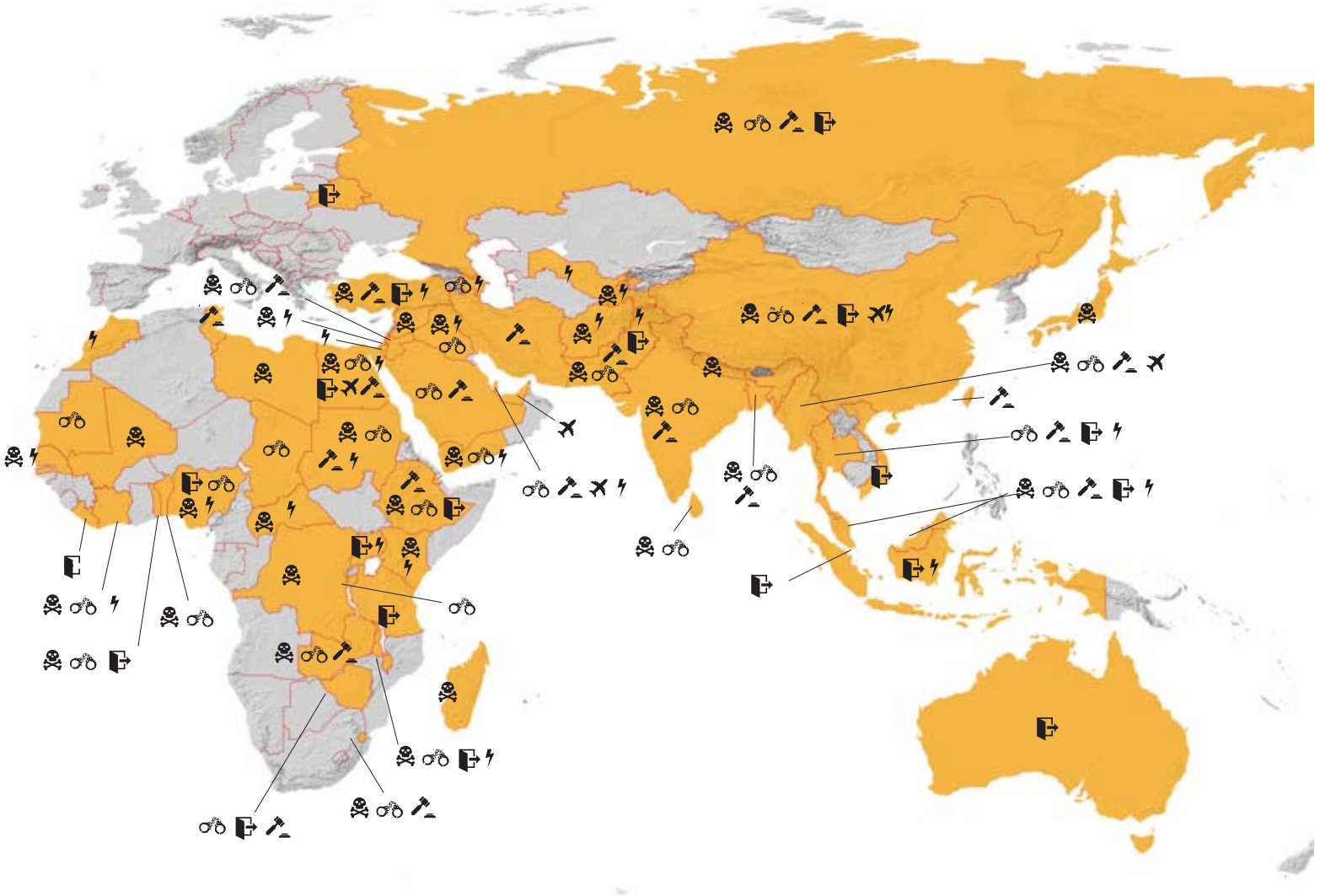
The **SAR Academic Freedom Monitoring Project** is a natural extension of these activities. Having worked with scholars from over 100 countries, Scholars at Risk has observed patterns in the attacks against the higher education sector. The persistence of these patterns suggest that we can —we must—do more to prevent the attacks that necessitate direct assistance in the first place. Moreover, many of the attacks experienced are not remedied by simply relocating the targeted scholar: one individual may be removed from harm, but the period of respite may only be temporary and many others may remain in physical danger or with their education and academic freedom rights at risk. The monitoring project therefore is a complement to ongoing direct assistance to individuals, raising awareness of the problem with the aim of preventing and deterring future attacks.

We hope this report will inspire everyone to do more to protect higher education, including reporting incidents and demanding greater security for higher education communities, accountability for perpetrators, and support for victims. We hope it will help to relieve the debilitating pressures of isolation and self-censorship in academic communities around the world, by letting administrators, scholars, students and staff know that they are not alone; the world is watching. Finally, we hope that it will encourage more institutions and individuals to join Scholars at Risk, to support our work, and to become a vital part of protecting scholars, promoting academic freedom and defending everyone's freedom to think, question and share ideas.

REPORTED ATTACKS ON HIGHER EDUCATION BY TYPE

JANUARY 2011 – MAY 2015

- **Killings, Violence, Disappearances**
- **Imprisonment**
- **Prosecution**
- **Loss of Position**
- **Travel Restrictions**
- **Other**



Students and families mourn the death of a student killed on the eve of an anti-government protest in Caracas, Venezuela. More than 300 student protesters in Venezuela were reportedly detained by government authorities in February 2014, with many reportedly subjected to physical and psychological abuse. *(AFMI 171)*

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EXECUTIVE SUMMARY

Around the world attacks on higher education occur with alarming frequency. They threaten the safety and well-being of scholars, administrators, staff and students. They undermine the quality and accessibility of academic work and instruction, and in so doing deny everyone the benefits of expert knowledge and scientific and creative progress. Perhaps most importantly, they impede the ability of the sector to function as a place where people representing the widest range of society can go to ask questions about complex and contentious issues and learn to resolve those questions guided by reason, evidence and persuasion, without fear of repercussions. This is an inherently democratic function which implicitly challenges any authority rooted in force or intimidation. It is not surprising then that states and other actors who depend on controlling information and what people think go to great lengths to restrict or even silence higher education communities and their members.

SAR's Academic Freedom Monitoring Project identifies key types of attacks on higher education communities with the goal of raising awareness of the problem, ending the isolation of victims, promoting accountability, and mitigating, deterring or otherwise preventing future incidents. This report relies on data collected by project researchers from January 2011 to May 2015 and includes 333 attacks arising from 247 verified incidents in 65 countries.[1] Sadly, this data sample reflects only a small subset of all attacks on higher education during that time. Given the limited resources available, as well as the scope, variety and complexity of attacks occurring, a comprehensive accounting is not yet possible. Rather, this report analyzes reported incidents for recurring themes and common factors which warrant deeper attention from stakeholders, especially media, advocates, higher education leaders and public officials.

REPORTED ATTACKS ON HIGHER EDUCATION[1]

JANUARY 2011 – MAY 2015

Killings, Violence, Disappearances	111
Imprisonment	67
Prosecution	47
Loss of Position	37
Travel Restrictions	12
Other	59
Total	**333**

[1] Total number of attacks exceeds the total incidents because a single incident may involve more than one type of conduct. Figures cited include only independently verified incidents. Over the same period, the project evaluated more than 540 reported attacks in 78 counties.

Whatever the types of incidents and wherever they occur, they share common negative outcomes: they undermine the security of higher education institutions and personnel, including those directly targeted and those intimidated or silenced by attacks on others.

For the purpose of this report, "attacks" on higher education include threats or deliberate use of violent or coercive force against higher education institutions and their members, including leadership, administrators, academic and other staff, and students. They include intentional acts resulting in damage or destruction of institutions, facilities or equipment, or resulting in wrongful death, physical harm or loss of liberty. This definition also includes deliberate acts of coercion, intimidation or threats of harm that undermine institutional autonomy, academic freedom and educational functions, but it does not generally include other infringements of these values and functions which lack these violent or coercive dimensions.

This report organizes all such attacks into five categories:

- killings, violence and disappearances
- wrongful prosecution and imprisonment
- loss of position and expulsion from study
- improper travel restrictions
- other severe or systemic issues

Together these encompass the vast majority of violent or coercive conduct aimed at higher education communities today. Within the data are significant similarities between attacks of the same type occurring in different countries around the world, for example targeted killings of members of higher education communities in Nigeria by Boko Haram, Kenya by Al Shabaab, Pakistan by various extremist groups, and Mexico allegedly by the Guerreros Unidos narcotics gang. All involved non-state perpetrators where national state authority failed to protect higher education effectively. In other cases affirmative state conduct has interfered with academic rights. For example in China, the United Arab Emirates, Bahrain and elsewhere, state authorities have imposed travel restrictions to block or punish academic speech or conduct.

Whatever the types of incidents and wherever they occur, they share common negative outcomes: they undermine the security of higher education institutions and personnel, including those directly targeted and those intimidated or silenced by attacks on others. They impose restrictions on access to higher education by targeted and vulnerable individuals and groups. They undermine research, teaching, and public discourse, eroding not only academic quality but social, political, economic and cultural development. And insofar as higher education contributes to pedagogy, materials and teacher training, attacks on higher education can undermine education at all levels. They contribute to the flight of scholars and students—"brain drain"—undermining national investments in education and exacerbating inequities within the global knowledge economy. They disrupt increasingly important flows of higher education staff, students and research between countries, depriving everyone the fullest benefits of cross-border intellectual exchange and research.

Recognizing these similarities in type and negative outcomes as part of a single, global problem of attacks on higher education is a critical first step to devising solutions. The next step is a robust and immediate response at the international and state levels, from within the higher education sector itself, from civil society and from the public at large calling on all parties to:

- **demand recognition of the problem of attacks on higher education,** their negative consequences, and the responsibility of States to protect higher education communities within their territories against such attacks;
- **assist States in reviewing national laws and policies**, with due regard for the values essential to quality higher education—especially institutional autonomy and academic freedom—to ensure that higher education communities are protected under law and free from improper external interference, insecurity or intimidation;
- **abstain from direct or indirect involvement in attacks** on higher education of any type, including by undue external interference or compulsion;
- **take all reasonable measures to provide adequate security for the members of higher education communities,** whether through direct protection, budgetary allocation or other suitable arrangements;
- **document and report incidents to appropriate State authorities, civil society partners or the international community**, including as appropriate conducting or demanding prompt, thorough and transparent investigations of incidents and holding perpetrators accountable; and
- **develop policies and practices which reinforce a culture of respect for principles of academic freedom and institutional autonomy** as essential contributors to security and to research, teaching, administrative and public functions, including practices within higher education communities themselves and regular engagements with States, civil society and the public at large.

THE SHRINKING SPACE

#1

A scholar is arrested by state security forces on campus.

#5

As students and scholars limit their academic activities, local community space for public dialogue contracts. Higher education enrollment shrinks as future generations become discouraged.

#7

With the university unable to play its leadership role in promoting healthy public discourse and democratic values, society risks plunging deeper into conflict, intolerance and social distress.

#4

Students suffer when their professors engage in self-censorship. Knowledge available to them is reduced. They also become afraid to speak out and to learn without fear of punishment.

#2

The scholar is isolated from the university and unable to teach, research and publish. The scholar's physical safety is at risk.

#6

As university space is narrowed, society is deprived of educational, scientific and cultural benefits that come from a thriving higher education sector.

#3

Harm spreads to colleagues who begin to fear the consequences of teaching, researching and publishing freely. They may choose not to teach or research potentially controversial subjects.

Violent and coercive attacks can lead to a shrinking of the space for thinking, learning and sharing ideas. They fuel a negative cycle which starts with harms to individual scholars and students (1-4); deprives society of the educational, scientific and cultural benefits of quality higher education (5-6); and ultimately cripples the ability of the higher education sector to play its leadership role in promoting healthy public discourse and democratic values (7). Increased efforts to protect higher education—including investigating attacks and holding perpetrators accountable—are essential to reversing this cycle and harnessing higher education as an engine of democratic life, peace-building and social justice, *as well as* of discovery, innovation and development.

KILLINGS, VIOLENCE & DISAPPEARANCES

The most egregious forms of attack on higher education communities include targeted and mass killings, torture, disappearance and other acts of violence or brutality. The project has documented at least 111 such incidents in 37 countries. These include at least 485 killings involving members of higher education communities in 18 countries. These figures are undoubtedly incomplete given the particular challenges of monitoring violent acts. Many incidents go unreported as victims and witnesses of violent acts may be unable or afraid to come forward for fear of retaliation.

Targeted killings include those aiming to silence particular individuals because of the content of their research, teaching, writing or public expression. In Pakistan, for example, Muhammad Shakil Auj, the dean of Islamic studies at the University of Karachi, was shot and killed by unidentified gunmen in September 2014 while en route to a reception that was to be given in his honor. *(AFMI 201)*[2] Professor Auj, an outspoken and progressive religious scholar, had been receiving death threats since 2012, when a local seminary issued a fatwa declaring him "worthy of murder" following a speech he gave in the United States. Similarly, Mohammad Juma'a, the Dean of the Imam al-A'adham School in Iraq and a prominent political activist, was killed by unidentified gunmen in April 2014 near his home in Samarra. Targeted assassinations against scholars accused of blasphemy have occurred elsewhere in Pakistan and in Bangladesh, while assassinations linked to political motives have occurred elsewhere, including in Iraq, Russia and Libya.

Mass killings are generally associated with national or localized conflicts or instability, such as in Syria, Ukraine and Yemen. During such times universities and colleges suffer the same insecurity, violence and collateral injuries as the rest of society. In January 2013, for example, an aerial bomb struck the University of Aleppo in Syria. *(AFMI 044)* According to eyewitnesses, regime planes struck the campus, killing at least 82 civilians and injuring more than 160 others. The victims included university faculty and students sitting for exams.

At the same time, universities and colleges may face a heightened risk of targeted violence. This may include opportunistic attacks aimed at taking advantage of university and college campuses and facilities as places where groups of people gather according to predictable schedules, especially when inadequate steps are taken to provide for the security of university and college campuses, classrooms, transports and dormitories. This may also include attacks aimed at the university or college, a proxy for state authority or as a symbol of a modern, education-based society. In April 2015 in Kenya, armed Al Shabaab militants invaded Garissa University, resulting in at least 147 dead (see box). *(AFMI 243)* In September 2014, suicide bombers affiliated with Boko Haram—whose name roughly translates as "western education is forbidden"—entered a full lecture hall on the campus of the Federal College of Education in Kano and blew themselves up, killing at least 15 people and injuring an estimated 34. *(AFMI 198)* Similar attacks were experienced at other Nigerian institutions, including Federal College of Education in Katongora in November 2014 *(AFMI 216)*, Kano State Polytechnic University in July 2014 *(AFMI 191)*, and Kano State School of Hygiene in June 2014. *(AFMI 184)*

[2] Citations to AFMI (Academic Freedom Monitoring Project Incidents) refer to incidents reported by the project as listed in the appendix to this report. Individual incident descriptions and sources are available at http://monitoring.academic freedom.info.

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KILLINGS—KENYA

On April 2, 2015, at around 5:30 am, gunmen affiliated with Somali militant group Al Shabaab forced their way onto the campus of Garissa University College in northeastern Kenya. *(AFMI 243)* They exchanged gunfire with guards stationed near the university gates, and continued on to campus. The gunmen reportedly entered a church during an early morning prayer service, killing several students, and taking others hostage. They then moved on to a dormitory. Students who survived the attack recounted that the gunmen entered dorm rooms and asked students whether they were Muslim or Christian, releasing the Muslim students, and killing or taking as hostages those who identified themselves as Christians.

In the end, the militants killed at least 147 people in the attack: 142 students, three security officers and two university security personnel. An additional 104 people were reportedly injured, 19 of those critically. The attack, which Al Shabaab claimed was in retaliation for the presence of Kenyan troops in Somalia, was the bloodiest in the group's history.

Such attacks aim to destroy the safety which all universities need to function properly. Beyond the terrible loss of life and injuries that they involve, such attacks strike at the core values of the modern university: institutional autonomy, academic freedom and the free exchange of ideas, social responsibility and equality of access without regard to religion or ethnicity. State authorities must safeguard these values by taking all reasonable steps to ensure the security of higher education communities and their members, and make every effort to hold perpetrators accountable.

Members of society similarly have a responsibility to help safeguard the higher education space, especially following incidents of such gross violence, by demanding of state authorities greater protection and accountability, and by contributing to efforts to understand and reinforce principles of autonomy and academic freedom.

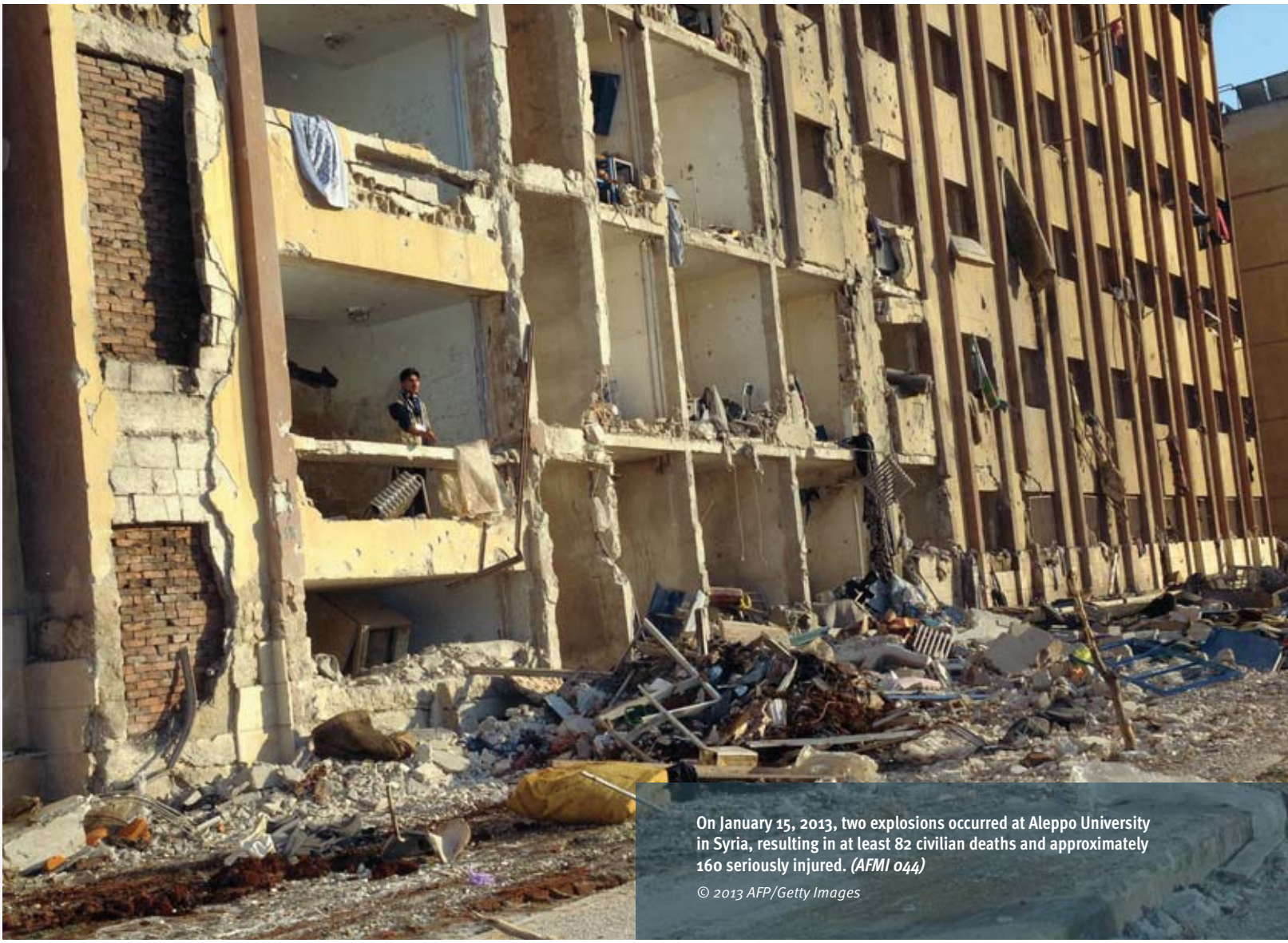
Protection from killings, violence and disappearances

Incidents involving killings, violence and disappearances may violate multiple provisions of international human rights law including those regarding protecting life (Universal Declaration of Human Rights (UDHR) Art. 3; International Covenant on Civil & Political Rights (ICCPR) Art. 6; European Convention for the Protection of Human Rights & Fundamental Freedoms (ECHR) Art. 3; African Charter on Human & Peoples' Rights (ACHPR) Art. 5; and the American Convention on Human Rights (ACHR) Art. 5), freedom from torture (UDHR Art. 5; ICCPR Art. 7; ECHR Art. 3; ACHPR Art. 5; ACHR Art. 5), and liberty and well-being in custody (UDHR Art. 3; ICCPR Art. 9; ECHR Art. 5; ACHPR Art. 6; ACHR Art. 7). To the extent such incidents intentionally target academic speech, content or conduct, they may also violate internationally recognized standards of academic freedom, which are derived from the rights to freedom of opinion and expression (UDHR Art. 19; ICCPR Art. 19; ECHR Art. 10; ACHPR Art. 9; ACHR Art. 13) and the right to education (UDHR Art. 26; International Covenant on Economic, Social & Cultural Rights (ICESCR) Art. 13; ACHPR Art. 17; ECHR Protocol Art. 2). The core content of academic freedom has been recognized as "freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom [of higher education personnel] to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies." (UNESCO 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel, para. 27, citing UNESCO 1974 Recommendation on the Status of Scientific Researchers). And the UN Committee on Economic, Social and Cultural Rights (ESCR) has commented that "[m]embers of the academic community, individually or collectively, are free to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation or writing. Academic freedom includes the liberty of individuals to express freely opinions about the institution or system in which they work, to fulfill their functions without discrimination or fear of repression by the State or any other actor, to participate in professional or representative academic bodies, and to enjoy all the internationally recognized human rights applicable to other individuals in the same jurisdiction" (ESCR Committee, General Comment 13: The Right to Education, E/C.12/1999/10, 1999). Violations of academic freedom, while always implicating freedom of opinion and expression and the right to education, also frequently manifest as violations of other rights, including life, freedom from torture, and liberty, as well as freedom of movement/right to travel (UDHR Art. 13; ICCPR Art. 12; ACHPR Art. 12; ACHR Art. 22), and freedom of assembly and association (UDHR Art. 20; ICCPR Arts. 21 & 22; ECHR Art. 11; ACHPR Arts. 10 & 11; ACHR Arts. 15 & 16).

The project includes disappearances and violence with killings because they share the common element of violence, because of the risk of rapid and unpredictable escalation whenever violence is deployed, and because the chilling effect of violent attacks of whatever form may be the same whether resulting in fatalities or casualties.

Disappearances includes detentions, abductions or other deprivations of liberty by states, quasi-state agents or their proxies followed by a refusal to acknowledge or to disclose the fate or whereabouts of the persons concerned. In September 2014, 43 students at Mexico's Raúl Isidro Burgos Rural Teachers' College of Ayotzinapa were disappeared; their whereabouts remain unknown (see box). *(AFMI 206)* In June 2014, Taliban militants kidnapped an estimated 43 professors and students from Afghanistan's Kandahar State University; they were released roughly two weeks later. *(AFMI 175)*

Violence includes physical assaults causing serious harm to individual members of higher education communities, including beatings, shooting or other injury with weapons, and torture. Through much of late 2014 universities across Egypt experienced violent incidents triggered by clashes between student factions and between student groups and state security forces. State security



On January 15, 2013, two explosions occurred at Aleppo University in Syria, resulting in at least 82 civilian deaths and approximately 160 seriously injured. *(AFMI 044)*

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forces entered campuses, reportedly using teargas, batons and live ammunition against students, leading to scores of injuries and several student deaths *(AFMI 161)*(Cairo University), *(AFMI 125)*(Alexandria University), *(AFMI 110 & 118)*(Al Azhar University), *(AFMI 108)*(Zagazig University). Similar incidents involving violence and possible excessive use of force against students engaged in protests on or off-campus occurred in March 2015 in Myanmar *(AFMI 238)*, in August 2014 in Senegal *(AFMI 194)*, and in June 2014 in Venezuela *(AFMI 171),* among other countries.

DISAPPEARANCES—MEXICO

In September 2014, 43 students at the Raúl Isidro Burgos Rural Teachers' College of Ayotzinapa were reportedly kidnapped following a confrontation with municipal police, as they returned to campus from the nearby city of Iguala. *(AFMI 206)*

The school, founded in the wake of Mexico's revolution to train teachers to improve rural literacy and living standards, has become known for its students' leftist politics and activism. On September 26, 2015, more than 100 Ayotzinapa students reportedly traveled from their campus to the nearby city of Iguala to protest what they argued was a lack of funding for their school. They aimed to raise money to send a student delegation to Mexico City, where they hoped to join a march commemorating the 1968 Tlatelolco massacre, in which Mexican troops fired on and killed scores, possibly even hundreds, of student protesters.

The students had reportedly commandeered three buses to travel to Iguala. Municipal police reportedly attempted to pull over and board the buses. Shots were fired and six people were killed, including three students. Witnesses have alleged that police subsequently took a number of the students into custody, and handed them over to a local narcotics gang known as Guerreros Unidos. Media reports suggest that the gang members marched the students up a hill, where they killed them, burned and buried several of their bodies, while throwing others' remains into a nearby river.

An investigation of the case is ongoing. The remains of one student were reportedly recovered and identified from DNA. A mass grave was discovered in the area with as many as 28 remains, but as of this report the majority have not been definitively identified or linked to the missing students. Mexican authorities arrested Iguala's mayor, Jose Luis Abarca, and his wife, Maria de los Angeles Pineda, on suspicion of involvement in the abduction. Upon learning of the students' planned protest in Iguala, Abarca allegedly ordered the local police chief to stop it. In addition, authorities have detained 90 people, including 58 police, in connection with the investigation.

Scholars and students also routinely face threats of violence designed to punish, block or otherwise alter the content of their research, teaching or studies. In April 2014, for example, political science professor Mohammed S. Dajani of Palestine's Al Quds University was threatened with violence and accused of treason for leading a student trip to the Auschwitz-Birkenau concentration camp in Poland as part of a course in conflict resolution. (Israeli students who were a part of the program were taken to a refugee camp in Bethlehem to learn about the experiences of Palestinians living there.) *(AFMI 150)* In September and October 2014 in Japan, Gakuen University and Tezukayama Gakuin University received messages threatening destruction of university buildings and harm to professors and their families if the institution did not fire two professors over their prior work as journalists for the Asahi Shimbum newspaper covering the issue of forced sexual slavery by the Japanese military during World War II. *(AFMI 209)* In June 2014, a Colombian paramilitary group reportedly circulated threats demanding that ten students at the University of Pereira leave campus within 40 days. The students, all candidates for or members of the university's student government were reportedly targeted because of their affiliation with a left-wing opposition party. *(AFMI 181)*

Incidents involving killings, violence and disappearances threaten the life, liberty and physical well-being of victims as well as their ability to continue their professional and academic functions. They may therefore constitute violations of the rights of individual victims under international human rights law and international higher education standards (see box). Moreover, beyond the harm to individual victims and their families, killings, violence and disappearances harm entire university and college communities and the societies around them. They interfere with management and healthy operation of universities and colleges. They impede research, teaching and publication. They obstruct learning and access to higher education, especially by women, minorities or other marginalized groups. Most damaging perhaps is that they force higher education communities and their members to focus on their own security at the expense of engaging with society, opening a rift between the two and increasing the vulnerability of both.

WRONGFUL PROSECUTION & IMPRISONMENT

Attacks on higher education are not limited to conflict, instability or overt violence. In many societies members of higher education communities including administrators, scholars and students regularly suffer arrest, interrogation, detention with or without charges, prosecution and imprisonment. The project considers such conduct "wrongful" when the application of coercive legal authority is intended to punish, deter or impede academic speech, content or conduct or, in the case of imprisonment, when the intent is to sanction a member of a higher education community for their exercise of protected rights. The project has documented at least 86 incidents involving prosecution or imprisonment of members of higher education communities in 37 countries, including China, Malaysia, Saudi Arabia and Ethiopia.

Again, these figures represent only a small fraction of the overall problem. Informal detentions and interrogations may take place in isolated areas, at off-hours or otherwise out of public view limiting witnesses. They often include implied or explicit threats of retaliation or violence against the individual, colleagues or family for speaking publicly, making identifying and monitoring incidents even more difficult. Formal arrests and prosecutions, because of the public element to these acts, may be easier to identify initially. But even formal proceedings are often suspended, adjourned for protracted periods and conducted without counsel or otherwise out of public view, making regular collection of information difficult. This lack of access and transparency also makes it more difficult for local and international advocates to press for proper treatment of administrators, scholars and students while in detention, for fair proceedings, and for their earliest possible release.

Prosecutions of individual scholars and students are typically brought under laws aimed at restricting critical inquiry and expression. These include especially opaque and overbroad blasphemy, *lèse-majesté*, civil and criminal defamation, sedition and terrorism laws which make illegal the mere expression of opinions or ideas on certain topics, without any link to violent or otherwise criminal acts or intentions whatsoever. Take for example Azmi Sharom, a law lecturer at the University of Malaya, who in September 2014 was charged under Malaysia's Sedition Act for giving an interview to a newspaper in which he compared a current constitutional crisis with a similar crisis five years earlier. *(AFMI 196)* "My statements were based on established case law and democratic principles," he noted. "They were given in my capacity as a law lecturer of 24 years standing." In August 2014 in Thailand, Khon Kaen University student Patiwat Saraiyaem and activist Pornthip Mankong were arrested on charges

Protection from wrongful prosecution and imprisonment

Incidents involving wrongful imprisonment and prosecution may violate multiple provisions of international human rights law including those prohibiting arbitrary arrest, detention and other unlawful deprivations of liberty (UDHR Arts. 3 & 5; ICCPR Arts. 7 & 9; ECHR Arts. 3 & 5; ACHPR, Arts. 5 & 6; ACHR Arts. 5 & 7). Arrests, prosecutions and other deprivations of liberty intended to punish or deter academic speech, content or conduct may be deemed arbitrary under such provisions, and therefore impermissible (unless justified, without pretext, by recognized limitations on free expression). They may also violate internationally recognized standards of academic freedom derived from the rights to freedom of opinion and expression (UDHR Art. 19; ICCPR Art. 19; ECHR Art. 10; ACHPR Art. 9; ACHR Art. 13) and the right to education (UDHR Art. 26; ICESCR Art. 13; ACHPR Art. 17; ECHR Protocol Art. 2; ESCR Committee, General Comment 13: The Right to Education; UNESCO 1997 Rec. Concerning the Status of Higher Education Teaching Personnel; and UNESCO 1974 Rec. on the Status of Scientific Researchers).

Colombo, Sri Lanka Guardian: Four students from the University of Jaffna in Colombo, Sri Lanka were arrested and detained following student protests. *(AFMI 032)*

© 2012 STR/AFP/Getty Images

of *lèse-majesté*, or insulting the crown, for attempting to stage a satirical play titled *The Wolf Bride* at Thammasat University the year before. They were each sentenced to two years and six months imprisonment. *(AFMI 214)* In April 2014, Ethiopian authorities arrested Ambo University law lecturer Zelalem Kibret and former St. Mary's University College staff member Befikadu Hailu on charges of incitement of violence and terrorism relating to their nonviolent expression as part of the Zone 9 blogging collective. *(AFMI 154)* In January 2013 in Saudi Arabia, Qassim University law professor Dr. Abdulkareem Yousef al-Khoder was convicted on charges of inciting disorder, providing false information about Saudi Arabia to international organizations and media, and taking part in the founding of an unlicensed human rights organization. He received an eight-year sentence which was later overturned, but remains in detention pending retrial. *(AFMI 071)*

By sanctioning the mere *expression* of thought, such laws threaten the freedom to think itself. They impose artificial boundaries on research, teaching and publication, undermining quality, creativity and innovation. Even if they were narrowly drafted, limited in use, and conscientiously applied through fair and transparent legal proceedings fully compliant with recognized human rights standards, such laws would still impose a significant chill on academic freedom, free expression and other rights. In practice however, such limits are never in place. The power to sanction thought once granted resists constraint. In Pakistan, for example, a blasphemy law ostensibly intended to protect social values threatens not only the heart of higher education, but the society itself. The mere allegation has been enough to cause scholars to lose their positions and force them into hiding or exile. In March 2013, for example, Bahauddin Zakariya University English professor Junaid Hafeez was

accused by a student of posting a blasphemous statement on Facebook. *(AFMI 152)* Mobs quickly gathered on campus demanding action against him, forcing him to flee for his own safety. He was later arrested, charged under the blasphemy law and jailed pending trial, where he remains. And those defending the accused face similar attacks. Defense lawyers in blasphemy cases regular report death threats. In May 2014, Professor Hafeez's defense lawyer Rashid Rehman, who took over after prior counsel withdrew due to threats, was assassinated in his office. *(AFMI 158)* The State appears either unwilling or unable to restrain vigilante violence.

At the same time, while express restrictions on freedom to think are the major vehicles for law-based attacks on members of higher education communities, they are not the only legal mechanisms used to pressure higher education communities and their members. Many scholars or students may also face actions brought under other laws of general application, including for example those proscribing financial impropriety, corruption or immorality. Accusations under these laws are intended to damage the reputation of the target individuals and isolate them from their institutions, colleagues and other sources of professional and personal support. In spring 2014, Russian authorities charged and convicted Kuban State University political science professor Mikhail Savva of fraudulent use of government funds and fraudulently receiving payment from his employer, Kuban State University. Professor Savva denied the charges. The professor previously had raised concerns about an increase in Russian security service raids on civil society organizations that had received grants from foreign foundations, including his own Southern Regional Resource Center (SRRC). *(AFMI 207)* He received a three-year suspended sentence with two years' probation, was fined, and is subject to travel restrictions. An appeals court upheld the conviction and sentence on September 30, 2014. It is especially important that local and international monitors pay attention to such cases and review allegations for evidence of pretext: that the allegations against the individual or institution are false, exaggerated or otherwise masking an intent to sanction academic speech, content or conduct.

In addition to these kinds of targeted individual actions, scholars and especially students also frequently suffer prosecutions and detentions *en masse* in relation to organized expression or protest. These include expression or protest occurring on or off-campus and about issues within an institution, about wider higher education policies or reforms, or about political, social or economic concerns not directly related to higher education but still within the right of free expression. Often these incidents involve the use of excessive force by police or state security forces in response to student protests. In March 2015, for example, students in Myanmar were arrested and charged with rioting and other offenses after protests against a new higher education law that they alleged would significantly reduce academic freedom in the country (see box). *(AFMI 237 & 238)* In Venezuela, widespread student protests in and around Caracas in February 2014 led to the detention and reported physical and psychological abuse of as many as 331 protesters while in police custody. *(AFMI 134)* In 2014 in Egypt, over 130 students were detained on charges relating to protests against the military overthrow of the elected Morsi government. *(AFMI 210 & 222)*

Of course some students, operating alone or from within larger groups of peaceful student protesters, may initiate acts of violence, including destruction of property or assaults on campus or security personnel. In February 2013, for example, student protests at the University of Lubao in Congo-Kinshasa turned violent, with students throwing stones at police and burning buildings. *(AFMI 054)* Such acts violate the principle of social responsibility, and they may constitute attacks on higher education warranting reporting in the project. They may also warrant investigation and sanction by university or state authorities. But they do not justify or excuse excessive use of force, mass detentions or prosecutions, or other broadly applied or disproportionate sanctions.

Overall incidents involving prosecutions and imprisonments threaten the heart of higher education by deploying coercive legal force to target academic speech, content and conduct. They may also constitute violations of the rights of individual victims under international human rights law and international higher education standards (see box). States, their higher education sectors, civil society and the public at large should together review laws used to prosecute scholars and students and amend or repeal them as necessary to ensure freedom to think.

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PROSECUTION & IMPRISONMENT—CHINA

In September 2014, Ilham Tohti, a Chinese economics professor and advocate for the rights of the Uighur ethnic minority group was reportedly subjected to a closed criminal trial. *(AFMI 203)*

Professor Tohti had previously reported periods of intense pressure from government authorities in years past, including his detention at Beijing International Airport in February 2013 and repeated periods of house arrest. On January 15, 2014, this pressure came to a head when Chinese police raided Professor Tohti's home, seizing computers, cell phones, passports and student essays. Professor Tohti and seven of his students were arrested. While in custody, the professor and students were reportedly held incommunicado for five and eight months, respectively, without access to legal counsel or family. It was not until July 30, 2014 that the court formally charged Professor Tohti.

After the trial, Tohti's defense lawyers stated that they were denied access to evidence in advance of trial, and were barred from calling defense witnesses during the proceedings. The prosecution presented recorded statements by three of the students—statements which human rights groups have stated may have been coerced—to support the claim that Professor Tohti's now defunct website, Uighur Online, sought to stir ethnic tensions and build anti-government sentiment.

Following trial, the court found Professor Tohti guilty of advocating independence for the region of Xinjiang, attacking government policies related to family planning and ethnic and religious issues, expressing support for terrorists, and "internationalizing" the issue of Uighur rights by speaking to foreign journalists. On these charges, the court sentenced Professor Tohti to life in prison and ordered the confiscation of all of his assets. Less than three months later, on December 8, 2014, a Chinese criminal court sentenced the seven students to three to eight years in prison, also on charges related to separatism. Reports indicate that the three students whose statements were used against Professor Tohti received shorter sentences

LOSS OF POSITION & EXPULSION FROM STUDY

Even more subtle forms of attacks on higher education involve employment or administrative actions intended to punish, deter or impede academic speech, content or conduct, or to otherwise sanction a member of a higher education community for the exercise of protected rights. These incidents include loss of position, demotion, and denial of promotions or other benefits to scholars, and permanent or temporary expulsion of students from courses of study, programs, and facilities. The project has documented at least 37 such incidents in 22 countries, including Egypt, Malaysia and Russia.

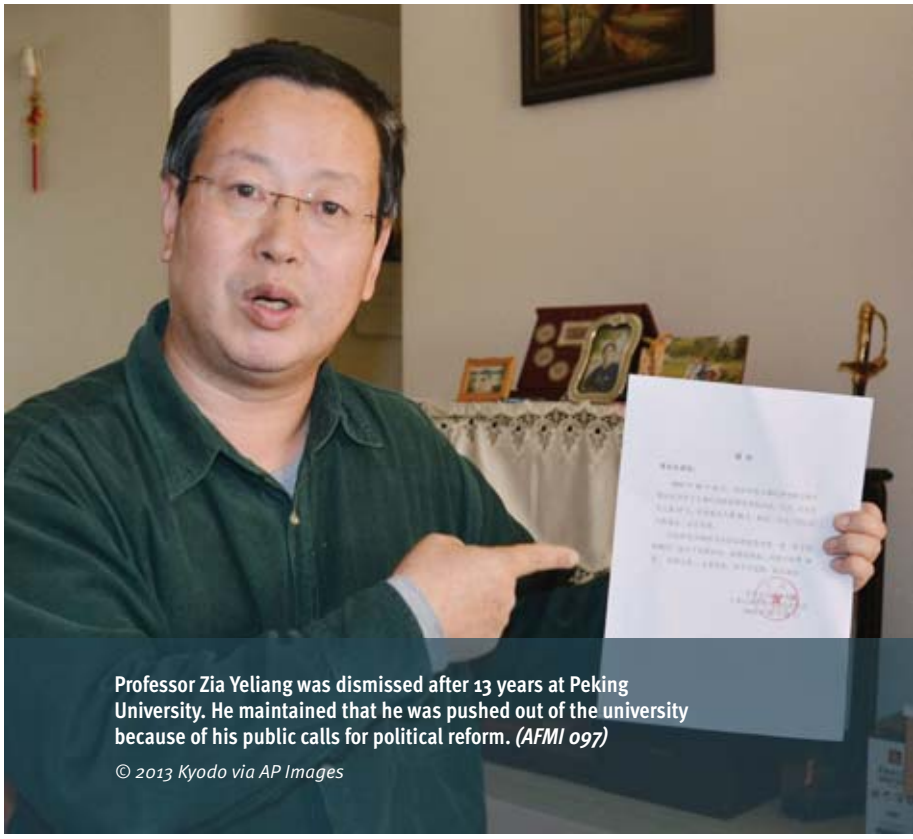
In some cases the action may be openly acknowledged as punishing or attempting to block scholars' academic speech or conduct, including statements made in the classroom or on campus, writings (including newspaper columns, letters, blogs and social media), research, participation in professional or student associations, union activity, or criticism of higher education or State leadership or policy. In March 2014, for example, Moscow State Institute of International Relations history professor Dr. Andrey Zubov was fired from his position after writing an article in Russia's Vedomosti Daily newspaper criticizing the invasion of Ukraine. *(AFMI 142)* "[W]e must not behave the way Germans once behaved, based on the promises of Goebbels and Hitler," he wrote. He was terminated after refusing the administration's demand that he resign. The institute issued a statement justifying his termination on the grounds that Dr. Zubov had made inappropriate and offensive historical analogies, irresponsibly criticized government actions, and made statements that were contrary to the foreign policy of Russia. A similar case involved the late 2014 termination of Boris Gonzalez Arenas, a professor at Cuba's International School of Film and Television (EICTV), for his publication of "articles critical of the state and its leaders." *(AFMI 223)*

In most cases however State or institutional officials attribute the action to regular administrative or employment decisions having nothing to do with academic content or conduct, such as budget cuts, lack of demand, poor performance, violation of policy, violation of terms of employment or admission, fraud or other dishonest or inappropriate behavior. This presents significant challenges to monitors, who must again look for evidence of pretext by examining the timing of the action, its context, any history or pattern of similar actions against the victim(s) or others, the fairness and transparency of any process leading to the action, and any available statements and supporting information from the parties involved, witnesses and independent experts. In March

Protection from loss of position and expulsion from studies

Incidents involving loss of position or expulsion from study intended to punish or deter academic speech, content or conduct may violate provisions of international human rights law concerning academic freedom (UNESCO 1974 Rec.; UNESCO 1997 Rec.), freedom of opinion and expression (UDHR Art. 19; ICCPR Art. 19; ECHR Art. 10; ACHPR Art. 9; ACHR Art. 13) and the right to education (UDHR Art. 26; ICESCR Art. 13; ACHPR Art. 17; ECHR Protocol Art. 2). They may also violate international higher education standards which recognize limits on employer discretion concerning hiring and dismissal, renewal or non-renewal of employment contracts, and promotions or demotions of academic personnel to the extent that scholars should "only be dismissed on professional grounds and in accordance with due process" and "should not suffer any penalties simply because of the exercise of" the human rights due all persons (UNESCO 1997 Rec. paras. 46, 26). Employment and study decisions which are undertaken summarily or without following established hearing or review procedures may also violate due process obligations, especially in the case of State institutions, whether taken against entire faculties or classes, smaller groups of scholars or students, or individuals.

2014, for example, law professor Zafel Üskül of Doğuş University in Turkey was dismissed as the head of the constitutional law department ostensibly for insufficient academic credentials; this despite his having published extensively in the field, served as a professor at the university for over three years, and served at several other institutions prior to that. *(AFMI 143)* Professor Üskül had previously brought a petition to the Turkish parliament's Human Rights Commission objecting to an optical fingerprint scanning security system installed on campus on the grounds that it harmed academic freedom. Similar dismissals suggesting retaliation for academic or public expression have been reported in China *(AFMI 193)*, Russia *(AFMI 141)*, and Malaysia *(AFMI 186)*, among other countries.



Professor Zia Yeliang was dismissed after 13 years at Peking University. He maintained that he was pushed out of the university because of his public calls for political reform. *(AFMI 097)*

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Students regularly face similar reprisals for expressive activity. In December 2014, more than 100 students were expelled from Al-Azhar University based on allegations they had engaged in rioting, illegal protests and participating in violent events on campus in demonstrations against the Sisi regime. *(AFMI 221)* In May 2011, over 400 students in Bahrain were suspended or expelled from various universities after participating in pro-democracy rallies. *(AFMI 005)* Other disciplinary actions against groups of students have occurred in Turkey *(AFMI 128)* and Malaysia. *(AFMI 159)* Retaliations of this type, of course, have lasting negative impacts on the students they affect: even if they are permitted to enroll elsewhere, other institutions are often hesitant to accept them, fearing government reprisals if they do so, and as a result, the students' future prospects are reduced.

Overall, accurately reporting attacks of this type involves some amount of deduction. But given the disparity in resources and the overriding importance to the entire higher education sector of a perception of fairness, the burden should be on the State and institutional officials to demonstrate convincingly that the action was the result of a neutral and fair process that is consistent with international human rights and higher education standards (see box).

And again, it is especially important that local and international monitors pay attention to such cases. Allegations of poor performance or other pretextual justifications, if left unchallenged, isolate and damage the reputation of the targeted individuals. They make it harder for local and international advocates to press for redress for those individuals or others, and they demonstrate to others at the institution involved, as well as at other institutions, how easily their own standing and reputation could be taken away. This can have a corrosive effect on institutional autonomy, academic freedom and free expression generally. It can encourage self-censorship and even contribute to brain drain, as scholars and students seek more fair and transparent environments in which to conduct their research, teaching and studying. Dismissal or expulsion can also leave individuals isolated and vulnerable to more extreme forms of attack, including arrest, prosecution and violence. Early attention to dismissals and expulsions may then help to forestall these attacks. Finally, to the extent that these forms of attacks are intended to silence critics and in the case of students eliminate their potential for effective criticism and dissent in the future, these forms of attacks threaten the foundations of democratic society and warrant a robust response.

RESTRICTIONS ON TRAVEL OR MOVEMENT

States frequently restrict scholars' and students' freedom of movement as yet another means of controlling access to information and limiting inquiry and expression. This may include restrictions on movement within a country or territory, on entry or exit, on return after exit, or expulsion from a country or territory, whenever such restrictions are intended to punish, deter or impede academic speech, content or conduct, or otherwise to sanction a member of a higher education community for their exercise of protected rights. The project documented 12 instances of restrictions on travel or movement in seven countries, including China, Egypt, Bahrain and the United Arab Emirates, although again these represent only the most visible of what is a much wider practice.

Evidence suggests that many States deny exit, entry or return to scholars because of academic speech, content or conduct, either in isolated cases of a single scholar or publication, or more systematic denials of anyone proposing research on restricted or sensitive themes. Restrictions on exit from one's home country for example may be a means of preventing scholars who challenge government orthodoxies from sharing their ideas abroad. In February 2013, as noted, economics professor Ilham Tohti, a Chinese national of the ethnic Uighur minority was stopped at the airport en route to take up a visiting scholar position abroad (see box, p.23). *(AFMI 049)* He was interrogated for ten hours about his publicly expressed views on Uighur rights. He was then returned to his home and placed under house arrest, unable to travel or to engage in normal professional or personal activities.

States also regularly deny entry or return for scholars whose academic research, teaching or publications are disfavored. In February 2013, London School of Economics (LSE) political scientist Kristian Ulrichsen was scheduled to present at a conference in the United Arab Emirates co-organized by LSE and the American University of Sharjah. Emirati authorities insisted that his presentation about recent protests in neighboring Bahrain be removed from the program. Dr. Ulrichsen nevertheless traveled to Dubai for a scheduled talk at another Emirati university, but was refused entry at the airport. Emirati officials later issued a statement that he was barred from the country because of his "unhelpful" views "delegitimizing the Bahraini monarchy." *(AFMI 052)* In December 2014, Michelle Dunne, a senior researcher at the US-based Carnegie Endowment for International Peace was detained at the Cairo airport and denied entry. Egyptian authorities claimed the denial was not based on her prior criticism of government policies but rather because she attempted to enter for professional reasons (speaking at a conference) on a tourist visa. Dr. Dunne's passport showed that she had routinely been allowed to enter previously on tourist visas to attend professional meetings and conduct research. *(AFMI 220)* And in March 2015, New York University professor Andrew Ross was prevented from boarding a plane bound for Abu Dhabi by UAE authorities, ostensibly for unspecified security concerns. *(AFMI 239)* A professor of social and cultural analysis, Dr. Ross had researched and publicly criticized labor practices in the UAE.

The project characterizes improper restrictions on travel or movement as "attacks" in part because restrictions on exit or movement within a country or territory can result in a similar level of professional and personal isolation and loss of liberty as imprisonment. When a scholar has already been dismissed from her position, restrictions on travel make it difficult or impossible to seek new career opportunities elsewhere. As in the case of Ilham Tohti, scholars under "house arrest" are typically barred from travel outside of tightly circumscribed zones, and often limited in their ability to attend or hold meetings or even communicate with others; and such restrictions are often accompanied by continuous or interval surveillance by State security agents. All of these deepen the isolation and leave the scholar vulnerable to more extreme forms of attack, including arrest, prosecution and violence. Other times restrictions are imposed not on the scholar but on family members or colleagues. Typically a scholar has fled threats or attacks in his or her home country and gone into exile. The State may deny exit permission to family members left behind, effectively holding them hostage in an apparent attempt to punish the individual or perhaps to exert some control over the scholar's academic or public expression abroad.

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RESTRICTIONS ON MOVEMENT—MYANMAR

In January 2015, a group of Burmese students began a 635 kilometer (nearly 400 miles) march from Mandalay to the capital, Yangon, to protest a new education law. *(AFMI 237 & 238)* The students claimed that the law curbed academic freedom and objected to its restrictions on student unions, its failure to include their calls for classes to be taught in local ethnic languages, and its language granting authority over education policy and curriculum to a body consisting largely of government ministers.

On February 28, 2015, about 200 students and others stopped to camp in a monastery in Letpadan, about 145 kilometers (90 miles) north of Yangon, from which they planned to negotiate with government authorities who had warned them against continuing on to Yangon. On March 2, as the students prepared to resume their march, police surrounded the monastery, closed exits and entrances, and prevented the students from proceeding. This began a standoff that lasted several days, during which several students were arrested. On March 10, 2015, with negotiations stalled, students attempting to resume their march were reportedly confronted by a wall of roughly 400 police. As the students attempted to move forward, police reportedly charged, kicked and beat protesters with batons. Police arrested a total of 127 of the protesters, reportedly including 52 male students, 13 female students, and 62 villagers. Sixteen police and eight protesters were reportedly injured.

While States have a legitimate interest in maintaining order and protecting property, they must do so in ways that are proportional to the situation and that respect students' rights of association and expression. State authorities have a responsibility to refrain from imposing arbitrary restrictions on movement intended to limit students' peaceful exercise of these rights and to avoid the use of excessive force which can unnecessarily increase risks of harm to individuals.

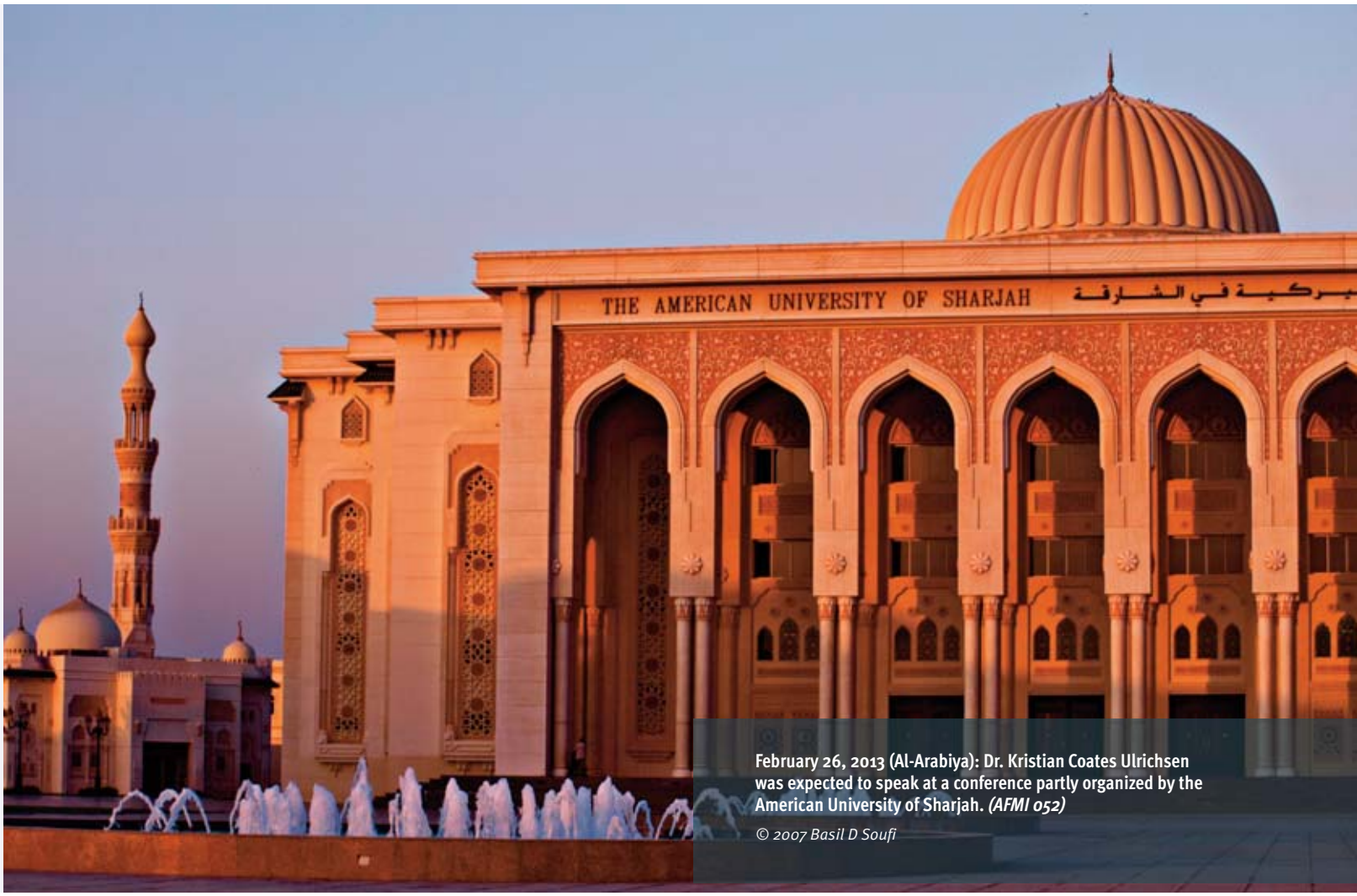
Improper restrictions on entry or return to a country or territory are characterized as "attacks" because they directly target academic freedom. They obstruct the free exchange of ideas, interfere with scholars' and students' right of association and expression, and may violate a State's international human rights obligations (see box). Although they do not threaten the liberty of individuals in the same way as restrictions on exit or movement described above, they involve a similar abuse of State authority over entry and exit, as a means of filtering or obstructing academic speech, content or conduct. In doing so, they risk legitimizing these other, more abusive practices as part of a common practice of all States under their sovereign powers.

Finally, it is important to note that in addition to States, restrictions on travel are sometimes imposed by higher education institutions and officials. These may include arbitrary denial of time off or of travel support to attend conferences, conduct research, accept fellowships or scholarships or otherwise engage in academic exchanges within a country or abroad. Although these restrictions may lack the same risk to personal liberty or well-being as State restrictions, they can seriously undermine academic freedom, research quality and program development. They may also increase the risk of other forms of attacks, especially loss of position or expulsion. Typically denials of permissions for travel are used to set up scholars or students for dismissal or expulsion, supported by claims that the individual had forfeited their position or funding by being away from the institution without leave.

Restrictions on travel or movement are difficult to monitor. Unlike prosecution or imprisonment, incidents involving travel restrictions are only rarely publicized, making identifying incidents more difficult. Victims may fear further attacks for coming forward, including loss of position, violence or arrest, particularly in incidents involving denial of exit where the individual is unable to relocate to a safer location. Those who have been able to escape may fear retaliation against family or colleagues left behind whose exit is similarly barred. Despite these difficulties, it is important that local and international

Protection from restrictions on travel or movement

Incidents involving restrictions on travel or movement, including denial of entry or exit from a country or territory for the purpose of punishing or deterring academic speech, content or conduct may violate provisions of international human rights law concerning movement and travel (UDHR Art. 13; ICCPR Arts. 12 & 15(4); ECHR Protocol 4 Art. 2; European Social Charter, Strasbourg, #.V. (1996) Art. 18; ACHPR Art. 12; ACHR Art. 22), academic freedom (UNESCO 1974 Rec; UNESCO 1997 Rec.), freedom of opinion and expression (UDHR Art. 19; ICCPR Art. 19; ECHR Art. 10; ACHPR Art. 9; ACHR Art. 13), and the right to education (UDHR Art. 26; ICESCR Art. 13; ACHPR Art. 17; ECHR Protocol Art. 2). Scholars need to move within their own countries to conduct research or meet with colleagues, students or others, as well as to travel to and from other countries for the same purposes. The right of freedom of expression addresses these needs in recognizing that the right "shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers" (ICCPR Art. 19(2)). These same rights are also upheld by the UDHR Art. 19, ECHR Art. 10, and ACHR Art. 13. International higher education standards also recognize that travel and freedom of movement are essential aspects of academic freedom and quality higher education (UNESCO 1997 Rec. para. 13). Although international law recognizes that States generally have the right to place restrictions on who may enter their territory, they must exercise that right consistent with their existing human rights obligations, including those relating to academic freedom. Where denial of entry or re-entry intentionally restricts academic expression, such restriction must be prescribed by law for a legitimate and necessary aim, cannot be discriminatory, and cannot be arbitrarily imposed to restrict or punish academic speech, content or conduct.



February 26, 2013 (Al-Arabiya): Dr. Kristian Coates Ulrichsen was expected to speak at a conference partly organized by the American University of Sharjah. *(AFMI 052)*

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monitors pay attention to such cases, both because of the vulnerability that restrictions on movement can create which can lead to more extreme attacks, and because such incidents may be among the most common and widespread globally, in terms of sheer numbers of States deploying such measures and scholars and students restricted by them.

OTHER INCIDENTS

The enumerated types of attacks discussed above capture the most severe incidents (killings, violence, disappearances; prosecution and imprisonment) and those which, despite the difficulty in documenting them, likely impact the widest numbers of scholars and students (loss of position/expulsion; travel restrictions). The "other" type captures incidents which do not fall squarely within these but may nevertheless significantly impair higher education functions, academic freedom and the rights of members of higher education communities. The project documented 59 such incidents in 29 countries, including Yemen, Nigeria and Turkey. Among these are incidents involving military or paramilitary or other targeting, occupation or use of higher education facilities and other forced university closures.

Military, paramilitary or organized criminal targeting, occupation or use of higher education facilities during or outside of conflict can disrupt or completely impede education in the short term. These include using higher education facilities as barracks, weapons caches, firing ranges, and interrogation and detention centers. Such acts undermine the autonomy of the university. In June of 2014, Israeli troops raided and occupied multiple campuses in the West Bank in connection with the search for three kidnapped Israeli teenagers, reportedly confiscating student property, damaging infrastructure and converting academic facilities into military barracks. *(AFMI 183)* Such acts may also call into question, in fact or perception, the neutrality of higher education communities, possibly provoking attacks from opposing forces. These can result in destruction of facilities and serious harm to individuals, including loss of life. University campuses in Yemen, for example, faced significant threats as the conflict between government troops and Houthi rebels developed in late 2014. In September 2014, government forces reportedly ordered Sana'a's Al-Iman University closed and took over the campus for military use; Houthi rebels took over the campus later that week. *(AFMI 202)* Mortar shells landed on the campus of Sana'a University, leading administrators to order the campus closed indefinitely. *(AFMI 202)* In October, Houthi forces occupied the campus of Dhamar University, reportedly claiming they were doing so to root out corruption. *(AFMI 215)* And even absent physical occupation, threats of occupation or violence may be sufficient to destroy a university's ability to function. In February 2014, students and faculty at the College of Education in Amadawa, Nigeria, received threatening letters purportedly written by Boko Haram causing many to vacate the campus. On the advice of the Nigerian military, the administration ordered the college closed. *(AFMI 135)* In January 2015 in Mexico, reported threats of violence and extortion from local drug cartels caused the University del Valle to close its campus in Nuevo Laredo, near the Texas border. *(AFMI 225)*

University closures may also constitute attacks when States, or higher education leaders forcibly or arbitrarily shut down individual institutions or entire higher education systems to punish, deter or impede academic speech, content or conduct, or otherwise to sanction members of the higher education community for their exercise of protected rights. Closures are often linked to student protests or strikes over higher education policies or reforms, or to general public protests or unrest. They are often justified on grounds of protecting individuals and property from harm. In January 2011, for example, Tunisian authorities ordered all universities closed in response to student participation in Arab Spring demonstrations, citing the need to "determine who are the troublemakers who have pushed innocent students to breach public order." *(AFMI 001)* Such justifications should be examined for pretext where the real reason for the closure may be to silence dissent, avoid embarrassment of university or State leaders, and exclude or eliminate student leaders. The latter is particularly true when closures are accompanied by dismissals, expulsions, arrests or prosecutions of scholars and students. But even in circumstances where they are a response to legitimate security concerns and not aimed at restricting expression – as at the College of Education in Amadawa and University del Valle – closures are an extreme measure which may protect lives and property but fail utterly to protect higher education as an open, functioning space for research, teaching and learning.

Other cases involve partial closures or other restrictions on the university space, such as when State officials,

Protection from other attacks

Other incidents may also violate principles of international human rights law, humanitarian law, or international higher education standards. Systemic discrimination in access to higher education, including exclusion or affirmative disadvantage based on race, color, sex, language, religion, political or other opinion, national or social origins, economic condition or birth, may violate multiple provisions of international law including the 1960 Convention against Discrimination in Education (CDE), International Convention on the Elimination of All Forms of Racial Discrimination (CERD) Art. 5 (guaranteeing equality in the enjoyment of civil, political, economic, social and cultural rights), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Art. 10 (requiring States to take "all appropriate measures" to ensure women equal rights with men in the field of education"). Forced closures and military or paramilitary targeting, occupation or use of higher education facilities may undermine security and erode widely recognized principles of institutional autonomy (UNSECO 1997 Rec. paras. 17-24; 1988 Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education Art. 1; 1998 Magna Charta Universitatum; 1990 Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics paras. 38-40; 1990 Kampala Declaration on Intellectual Freedom and Social Responsibility Arts. 11-12; 2004 Amman Declaration on Academic Freedom and the Independence of Institutions of Higher Education and Scientific Research).

university leaders or outside actors cancel, threaten or otherwise exert pressure to block on-campus discussion or events. In April 2014, for example, the rector of Turkey's Mardin Artuklu University cancelled a conference on LGBT issues after an outside group condemned the event as "immoral activity." After the cancellation, the same group called for retaliation against the conference organizer. *(AFMI 151)* In September 2014, officials at Thailand's Thammasat University's Rangsit campus barred the room where a forum on democracy was scheduled to take place after the government demanded the event be cancelled. Student organizers moved it to another location on campus but were interrupted by police who arrested four academics and three students. *(AFMI 200)* Following those arrests, Thailand's Chiang Mai University cancelled a similar event after the government reportedly objected to the content of the discussion and the political connections of one of the invited speakers. *(AFMI 205)* In April 2015, government officials reportedly pressed officials at Pakistan's Lahore University of Management Sciences to cancel an event discussing the treatment of the minority Baloch population, claiming the event could malign Pakistan over a sensitive issue. *(AFMI 244)*. And in September 2014 in the United States, feminist media critic Anita Sarkeesian cancelled an appearance at Utah State University after she received an anonymous email threatening "the deadliest school shooting in American history" if the event went forward. University authorities informed her that although security measures were in place, under their interpretation of Utah's concealed carry gun laws they could not necessarily prevent guns from being brought to the event. *(AFMI 212)* Incidents like these show that university officials may initiate or be complicit in such incidents, or may feel they lack the authority or capacity to more forcefully resist State or outside pressures. In either case, the failure to guarantee that research, teaching and discussion on sensitive issues can safely go forward undermines the university space and critical values of autonomy and academic freedom.

RECOMMENDATIONS

There are significant similarities between the nature and types of attacks on higher education communities around the world. Many attacks threaten the security of members of higher education communities, including administrators, scholars, students and staff, as well as members of surrounding communities. These include incidents involving killings, violence and disappearances. Other attacks threaten liberty and due process rights of members of higher education communities subjected to coercive legal or extra-legal pressures, including wrongful arrest, interrogation, prosecution and imprisonment. Other less physically severe attacks may nonetheless be even more widespread, including wrongful dismissal, loss of position or expulsion from studies, and improper restrictions on movement and travel. Despite the more subtle application of threat or coercive force, these types of attacks still do grave harm to academic freedom and institutional autonomy, not to mention destroying the future prospects for the educational, professional and personal advancement of their victims. And systemic forms of attacks on higher education, including forced closures, military or paramilitary targeting or occupation of facilities, and systemic discrimination, inhibit access to higher education and threaten facilities and personnel.

Whatever the types of attack and wherever they occur, they also share significant negative outcomes: They undermine the security of higher education institutions and personnel, including those directly targeted and those intimidated or silenced by attacks on others. They impose restrictions on access to higher education by targeted and vulnerable individuals and groups. They undermine research, teaching and public discourse, eroding not only academic quality but social, political, economic and cultural development. And insofar as higher education contributes to pedagogy, materials and teacher training, attacks on higher education can undermine education at all levels. They contribute to the flight of scholars and students – "brain drain" – undermining national investments in education and exacerbating inequities within the global knowledge economy. Finally, they disrupt increasingly important flows of higher education staff, students and research between countries, depriving everyone the fullest benefits of cross-border exchange and research.

Recognizing these similarities in type and negative outcomes as a single, global problem of attacks on higher education is a critical first step to devising solutions. The next step is a robust response at the international and state levels, from within the higher education sector itself, from civil society and from the public at large.

The international community should adopt in appropriate resolutions, statements and plans of action, clear public recognition of:

- the **problem of attacks on higher education** and their negative consequences in lives lost, harms to individuals and communities, and damage to the research, teaching and public functions of higher education;
- the **responsibility of States to protect higher education** communities within their territories against such attacks, including responsibilities to abstain from direct or complicit involvement in such attacks, to assist victims, and to prevent and deter future attacks, including by conducting prompt, thorough and transparent investigations of attacks and to hold perpetrators accountable; and
- the **responsibility of States to respect and safeguard academic freedom and institutional autonomy** as essential contributors to the security of higher education communities as well as to the research, teaching and administrative quality necessary for higher education to most effectively serve society.

Responsible States should undertake, through their ministries and other relevant agencies, and through their inter-State relations should encourage other States also, to ensure the security of the higher education communities in their territories and more specifically to:

- **recognize publicly the problem of attacks on higher education**, their negative consequences, and the responsibility of States to protect higher education communities within their territories against such attacks;
- **review national laws and policies**, in cooperation with their higher education sector and with due regard for the values essential to quality higher education especially institutional autonomy and academic freedom—to ensure that higher education communities are protected under law and free from improper external interference, insecurity or intimidation;
- **abstain from direct or indirect involvement in attacks** on higher education of any type, including by undue external interference or compulsion;
- **provide adequate security for higher education communities,** whether through direct protection, budgetary allocation or other arrangement consistent with principles of institutional autonomy;
- **conduct prompt, thorough and transparent investigations** of attacks and hold perpetrators accountable through proceedings which meet internationally recognized standards; and
- **develop policies and practices which reinforce academic freedom and institutional autonomy** as essential contributors to the security of higher education communities, as well as to their research, teaching, administrative and public functions.

The higher education sector, including administrators, scholars, students and staff, should:

- **demand recognition of the problem of attacks on higher education,** their negative consequences, and the responsibility of States to protect higher education communities within their territories against such attacks;
- **assist States in reviewing national laws and policies**, with due regard for the values essential to quality higher education – especially institutional autonomy and academic freedom – to ensure that higher education communities are protected under law and free from improper external interference, insecurity or intimidation;
- **abstain from direct or indirect involvement in attacks** on higher education of any type, including by undue external interference or compulsion;
- **take all reasonable measures to provide adequate security for the members of their communities,** whether through direct protection, budgetary allocation or other suitable arrangements;
- **document and report incidents to appropriate State and civil society partners**, including as appropriate conducting or demanding of States to conduct prompt, thorough and transparent investigations of incidents and holding perpetrators accountable; and
- **develop policies and practices which reinforce a culture of respect for principles of academic freedom and institutional autonomy** as essential contributors to security and to research, teaching, administrative and public functions, including practices within higher education communities themselves and regular engagements with States, civil society and the public at large.

Civil society can play a critical role in improving the security of higher education communities and should:

- **demand recognition of the problem of attacks on higher education,** their negative consequences, and the responsibility of States to protect higher education communities within their territories against such attacks;
- **assist in reviewing national laws and policies** to ensure that higher education communities are protected under law and free from improper external interference, insecurity or intimidation;
- **abstain from direct or indirect involvement in attacks** on higher education of any type, including by undue external interference or compulsion;
- **demand all reasonable measures to provide adequate security for higher education communities,** whether through direct protection, budgetary allocation or other suitable arrangements;
- **document and report incidents to appropriate domestic authorities and the international community,** including as appropriate conducting or demanding of States to conduct prompt, thorough and transparent investigations of incidents and the holding of perpetrators accountable; and
- **develop campaigns and practices which reinforce a culture of respect for principles of academic freedom and institutional autonomy** as essential contributors to the security of higher education communities as well as to their research, teaching, administrative and public functions.

The public at large may also play a critical role in improving the security of higher education communities and is called on to:

- **demand recognition of the problem of attacks on higher education,** their negative consequences, and the responsibility of States to protect higher education communities within their territories against such attacks;
- **abstain from direct or indirect involvement in attacks** on higher education of any type, including by undue external interference or compulsion;
- **demand all reasonable measures to provide adequate security for higher education communities,** whether through direct protection, budgetary allocation or other suitable arrangements;
- **report incidents to appropriate domestic authorities and the international community,** including demanding of States to conduct prompt, thorough and transparent investigations of incidents and holding perpetrators accountable; and
- **participating in campaigns and practices which reinforce a culture of respect for principles of academic freedom and institutional autonomy** as essential contributors to the security of higher education communities as well as to their research, teaching, administrative and public functions.

APPENDIX: METHODOLOGY

The **SAR Academic Freedom Monitoring Project** aims to identify, assess and track incidents involving one or more of six (6) types of conduct which may constitute violations of academic freedom and/or the human rights of members of higher education communities. The project consists of Scholars at Risk staff working in partnership with higher education professionals, researchers and advocates around the world serving as monitors. Each monitor focuses on a specific country or region, sometimes serving as a lead researcher supervising teams of other monitors and/or student researchers. Monitors and their researchers may work within or external to the country or region being covered, following a detailed system developed by Scholars at Risk for identifying, reporting on and analyzing incidents of attacks on higher education systems, institutions or personnel. Anonymity of monitors is maintained where warranted by personal security or other concerns.

The six types of conduct monitored include: (1) killings, violence and disappearances; (2) wrongful imprisonment/detention; (3) wrongful prosecution; (4) wrongful dismissal/loss of position/expulsion from study; (5) restrictions on travel or movement; and (6) other.[3] The "other" type acknowledges that it is not easy to anticipate all relevant types of attacks that the monitoring project might expose and leaves room for researchers to include significant incidents which do not fit squarely elsewhere. Over time regular reports of similar kinds of conduct in the "other" type may justify adding an additional delimited type. "Other" types of attacks identified by the project include military targeting, occupation or use of higher education facilities; forced university closures; and systematic discrimination in access to higher education. For three of the types – travel, dismissal/loss of position/expulsion, and prosecution – the project reports only on incidents bearing some nexus to academic speech, content or conduct. For the other three types – imprisonment, killings/violence/disappearances, and other significant events – the project requires only a nexus is to members of higher education communities or higher education institutions and infrastructures. For example, the dismissal of a professor or student is included if there appears to be a nexus between the professor or student's academic speech, conduct or the content of research, writing, teaching or lecturing. The killing of a professor or student is included even if there is no specific link to academic speech, conduct or the content, if it satisfies the definition of "attack" and is therefore likely to contribute to insecurity and have a chilling effect on higher education, intentional or otherwise.

Monitors submit reports to Scholars at Risk on a rolling basis. Monitors are encouraged to focus on the defined types of attacks but also instructed to exercise an "inclusion preference", reporting corroborated incidents which may be difficult to fit within the five defined types but which raise significant concerns about the security and freedom of higher education communities. This allows the broadest collection of initial data, data which over time will help support analysis of scope and frequency. In all cases, Scholars at Risk staff provide a secondary level of review and work within the limits of available resources and with individual monitors to corroborate reported incidents and to evaluate when an incident rises to the level of reportable "attack" for project purposes. Sources typically include local, national, and international media outlets and, where possible, primary sources such as interviews with victims, witnesses or bystanders, and court, government or university documents. Incidents corroborated by sufficient reliable sources are deemed "verified" and published as warranting public attention, including via email digests, website, social media and summary reports. Scholars at Risk welcomes submissions of additional corroborating, clarifying or contradictory information which may be used to further research or otherwise improve data reported.

[3] For purposes of this report the discussions of wrongful imprisonment/detention and prosecution are combined.

APPENDIX: TABLE OF INCIDENTS

The below table includes 333 attacks arising from 247 verified incidents in 65 countries, as reported by Scholars at Risk's Academic Freedom Monitoring Project from January 2011 to May 2015. Incidents are listed below in reverse chronological order and are described by date, the country where the incident took place, the institutions implicated in the incident and the type(s) of attack associated with the incident. For more detailed information on the below incidents, including links to sources cited in incident reports, please visit the Academic Freedom Monitoring Project website at http://monitoring.academicfreedom.info.

AFMI	Date	Country	Institution						
2015									
247	04/29/15	Pakistan	University of Karachi	X					
246	04/16/15	Pakistan	Jinnah Medical and Dental College	X					
245	04/14/15	Sudan	Al Fasher University	X	X	X			
244	04/08/15	Pakistan	Lahore Univeristy of Management Sciences						X
243	04/02/15	Kenya	Garissa University College	X					
242	03/18/15	Myanmar	Various		X	X			
241	03/16/15	Thailand	Thammasat University		X	X			
240	03/16/15	Malaysia	Universiti Malaya			X			
239	03/14/15	UAE	New York University					X	
238	03/06/15	Myanmar	Various Institutions	X	X			X	
237	03/02/15	Myanmar	Various Institutions					X	
236	03/02/15	USA	Rhodes College	X					
235	02/27/15	Bangladesh	Dhaka University	X					
234	02/23/15	Thailand	Thammasat University			X	X		
233	02/19/15	Kenya	University of Eldoret						X
232	02/16/15	Egypt	Suez Canal University		X	X			
231	02/08/15	Thailand	Thammasat University						X
230	01/31/15	Bahrain	Ahlia University						X
229	01/30/15	Yemen	Sana'a University	X	X				
228	01/26/15	Yemen	Sana'a University	X	X				
227	01/23/15	USA	Arizona State University						X
226	01/17/15	Turkey	Pamukkale University				X		X
225	01/15/15	Mexico	Universidad del Valle, Nuevo Laredo						X
224	01/09/15	Indonesia	Ar-Raniry State Islamic University						X
223	01/05/15	Cuba	International School of Film and Television		X		X		
			January 1 – May 1, 2015 total:	**9**	**8**	**6**	**3**	**3**	**8**

AFMI	Date	Country	Institution						
2014									
222	12/29/14	Egypt	Al-Azhar University, Zagazig University		X	X			X
221	12/28/14	Egypt	Al-Azhar University				X		
220	12/13/14	Egypt	Carnegie Endowment for International Peace					X	
219	12/09/14	Malaysia	University of Malaya				X		
218	12/08/14	China	Central Minzu University		X	X			
217	11/15/14	Bangladesh	Rajshahi University	X					
216	11/12/14	Nigeria	Federal College of Education in Katongora	X					
215	10/29/14	Yemen	Dhamar University						X
214	10/27/14	Thailand	Thammasat University		X	X			
213	10/26/14	Pakistan	International Islamic University Islamabad				X		
212	10/14/14	USA	Utah State University						X
211	10/13/14	Paraguay	N/A		X				
210	10/11/14	Egypt	Cairo University, Al-Azhar University, Alexandria University, Mansoura University, Damietta University, Helwan University		X				
209	10/06/14	Japan	Gakuen University, Tezukayama Gakuin University in Osaka	X					
208	10/01/14	Malaysia	University of Selangor			X			
207	09/30/14	Russia	Kuban State University		X	X			
206	09/26/14	Mexico	Raúl Isidro Burgos Rural Teachers' College of Ayotzinapa	X					
205	09/23/14	Thailand	Chiang Mai University						X
204	09/23/14	Mexico	Universidad Valle de Mexico						X
203	09/22/14	China	Central Minzu University		X	X			
202	09/20/14	Yemen	Sana'a University, Al-Iman University	X					X
201	09/18/14	Pakistan	University of Karachi	X					X
200	09/18/14	Thailand	Thammasat University		X				
199	09/17/14	Venezuela	Medical College of Aragua State			X			
198	09/17/14	Nigeria	Federal College of Education in Kano	X					
197	09/11/14	Venezuela	Harvard University - Kennedy School of Government						X
196	09/02/14	Malaysia	University of Malaya			X			
195	08/30/14	Bahrain	Various		X				
194	08/14/14	Senegal	Cheikh Anta Diop University of Dakar	X					X
193	08/13/14	Macau	University of Macau				X		
192	08/02/14	Palestine	Islamic University						X

Killings, Violence, Disappearances Imprisonment Prosecution Loss of Position Travel Restrictions Other

AFMI	Date	Country	Institution						
2014									
191	07/30/14	Nigeria	Kano State Polytechnic University	X					
190	07/08/14	Ethiopia	Makelle University	X	X				
189	07/05/14	China	Indiana University		X			X	
188	07/05/14	Yemen	University of Sana'a- College of Dentistry	X					
187	07/02/14	Ethiopia	Ambo University				X		
186	06/30/14	Malaysia	University of Malaya				X		
185	06/24/14	Taiwan	National Tsing Hua University					X	
184	06/23/14	Nigeria	Kano State School of Hygiene	X					
183	06/22/14	Palestine	Birzeit University, Arab American University, Al Quds University, Palestine Polytechnic University						X
182	06/20/14	Iraq	al-Mustansiriya University- Baghdad	X					
181	06/19/14	Colombia	University of Pereira	X					
180	06/18/14	Iran	University of Tehran			X			
179	06/16/14	Tajikistan	University of Toronto	X	X				
178	06/16/14	China	Central Minzu University	X	X	X			X
177	06/12/14	Venezuela	Santa María University, Caracas	X					X
176	06/12/14	Venezuela	University Fermín Toro, Barquisimeto	X					
175	06/10/14	Afghanistan	Kandahar State University	X					
174	06/09/14	Iraq	The Technical Institute of Baquba-Diyala	X					
173	06/09/14	Venezuela	University of Los Andes, Mérida					X	
172	06/07/14	Iraq	Anbar University	X	X				X
171	06/04/14	Venezuela	Metropolitan University, Santa María University	X					
170	06/02/14	Venezuela	Catholic University of Táchira, National Experimental University of Tachira	X					
169	06/01/14	Iraq	al-Anbar University - College of Agriculture	X					X
168	05/29/14	Venezuela	University Rafael Belloso Chacín	X					
167	05/27/14	Iraq	Mosul University- Iraq-Mosul	X					
166	05/26/14	Malaysia	Universiti Malaysia Sabah Labuan				X		
165	05/24/14	Thailand	Various Universities						X
164	05/23/14	Iraq	Teacher Training Institute- Mosul-Iraq	X					
163	05/23/14	Azerbaijan	Baku State University		X				
162	05/21/14	Sudan	West Kordofan University		X				
161	05/20/14	Egypt	Cairo University	X					

AFMI	Date	Country	Institution						
2014									
160	05/18/14	Iraq	al-Nahrain University-Baghdad	X					
159	05/08/14	Malaysia	University of Malaya				X		
158	05/07/14	Pakistan	Bahauddin Zakariya University Multan Pakistan	X					
157	05/06/14	Nigeria	University of Calabar	X					
156	05/04/14	Sudan	University of Khartoum	X					
155	04/30/14	Ethiopia	Ambo University	X					
154	04/25/14	Ethiopia	Ambo University		X	X			
153	04/20/14	Iraq	Imam Kadhim College	X					
152	04/17/14	Pakistan	Bahauddin Zakariya University Multan Pakistan		X	X			
151	04/16/14	Turkey	Mardin Artuklu University						X
150	04/10/14	Palestine	Al Quds University	X					
149	04/09/14	Iraq	University of Basrah	X					
148	04/09/14	Mauritania	University of Nouakchott		X				
147	04/06/14	Iraq	The Imam al-A'adham School- Samarra/Iraq	X					
146	04/04/14	Sudan	Nyala University	X	X				
145	04/03/14	Venezuela	Central University of Venezuela, Caracas	X					
144	04/02/14	Egypt	Cairo University	X					
143	03/26/14	Turkey	Doğuş University				X		
142	03/24/14	Russia	Moscow State Institute of International Relations				X		
141	03/20/14	Russia	Sakhalin State University				X		
140	03/18/14	Libya	University of Sirt - Medical School	X					
139	03/14/14	Viet Nam	Hanoi National University of Education				X		
138	03/11/14	Sudan	University of Khartoum	X	X				
137	03/07/14	China	University of Kobe		X				
136	03/03/14	Turkey	Marmara University Faculty of Communication				X		
135	02/28/14	Nigeria	College of Education in Amadawa						X
134	02/28/14	Venezuela	Multiple Institutions	X	X	X			
133	02/21/14	Russia	Institute of Mathematics of the Russian Academy of Sciences		X	X			
132	02/20/14	Azerbaijan	Baku State University		X				
131	02/17/14	Pakistan	University of Karachi	X					
130	02/15/14	Iraq	University of Telafer (Tal Afar), Mosul	X					

Killings, Violence, Disappearances Imprisonment Prosecution Loss of Position Travel Restrictions Other

AFMI	Date	Country	Institution						
2014									
129	02/13/14	Togo	University of Lomé	X	X				
128	02/12/14	Turkey	Mersin University				X		
127	02/05/14	Kenya	Maseno University						X
126	01/27/14	Zimbabwe	Harare Polytechnic Institute		X	X			
125	01/23/14	Egypt	Alexandria University	X					
124	01/22/14	Egypt	The American University in Cairo			X			
123	01/19/14	Egypt	Cairo University			X			
122	01/16/14	Turkey	Marmara University	X					
121	01/15/14	China	Central Minzu University		X	X			
120	01/12/14	Madagascar	University of Mahajanga	X					
119	01/07/14	Pakistan	Hashmat Ali College Rawalpindi	X					
			2014 total:	**50**	**28**	**18**	**14**	**4**	**19**
2013									
118	12/28/13	Egypt	Al-Azhar University	X					
117	12/28/13	Iraq	al-Imam al-Aadam College- Iraq- Mosul	X					
116	12/17/13	Pakistan	Khyber Medical College Peshawar	X					
115	12/17/13	Nepal	Dhankuta Multiple Campus of Tribhuvan University	X					
114	12/14/13	Kenya	University of Nairobi	X					
113	12/09/13	China	East China University of Political Science and Law				X		
112	12/03/13	Iraq	Mosul University	X					
111	11/28/13	Egypt	Cairo University	X					
110	11/21/13	Egypt	Al-Azhar University	X					
109	11/19/13	Pakistan	University of Gujrat	X					
108	11/16/13	Egypt	Zagazig University	X					
107	11/15/13	Zimbabwe	Bondolfi, Mkoba and Masvingo Teachers' Colleges				X		
106	11/12/13	Benin	Abomey-Calavi University	X	X				
105	11/08/13	Bangladesh	University of Dhaka		X	X			
104	11/05/13	Kenya	Nyahururu Laikipia University	X					
103	11/04/13	China	Toyo Gakuen University		X				
102	11/02/13	Congo (DRC)	University of Kinshasa	X					
101	10/30/13	Nigeria	University of Abuja	X					

AFMI	Date	Country	Institution						
2013									
100	10/29/13	Sudan	Ahfad University		X				
099	10/26/13	Turkey	Middle East Technical University (ODTÜ)	X					
098	10/20/13	Australia	University of Adelaide				X		
097	10/15/13	China	Peking University				X		
096	09/29/13	Nigeria	College of Agriculture	X					
095	09/09/13	USA	Johns Hopkins University						X
094	09/06/13	Malaysia	Universiti Pendidikan Sultan Idris (UPSI)				X		
093	09/04/13	Taiwan	Chung Hsing University			X			
092	09/02/13	Zimbabwe	Great Zimbabwe State University			X	X		
091	07/12/13	Pakistan	Khuzdar Degree College	X					
090	07/11/13	Zambia	Evelyn Hone College						X
089	07/09/13	Mali	University of Bamako, Faculty of Medicine	X					
088	07/01/13	Iraq	University of Baghdad	X					
087	06/28/13	Belarus	Belarusian-Russian University				X		
086	06/26/13	Turkey	Uludag University			X			
085	06/21/13	USA	Florida Atlantic University						X
084	06/15/13	India	Lovely Professional University	X	X				
083	06/15/13	Pakistan	Sardar Bahadur Khan Women's University	X					
082	06/13/13	Burundi	University of Burundi		X				
081	06/12/13	Nigeria	University of Uyo	X					X
080	06/01/13	Pakistan	Dhaka Coaching Centres	X					
079	05/22/13	Iraq	University of Diyala	X					
078	05/21/13	Malaysia	Universiti Sains Malaysia (USM)	X					
077	05/18/13	Malaysia	Universiti Pendidikan Sultan Idris (UPSI)		X	X			
076	05/10/13	Zimbabwe	Great Zimbabwe State University		X	X			
075	05/09/13	Malaysia	Universiti Sains Malaysia (USM)	X					
074	05/05/13	India	Dubai Campus of Manipal University			X			
073	05/04/13	Iraq	Al-Anbar University	X					
072	05/02/13	Chad	Université de Ndjamena		X				
071	04/25/13	Saudi Arabia	Qassim University			X			
070	04/18/13	Nigeria	Kogi State Polytechnic	X					

Killings, Violence, Disappearances Imprisonment Prosecution Loss of Position Travel Restrictions Other

AFMI	Date	Country	Institution						
2013									
069	04/16/13	Egypt	Suez Canal University				X		X
068	04/10/13	China	Tsolho Technical School		X	X			
067	04/10/13	Morocco	N/A						X
066	04/10/13	Azerbaijan	Azad Fikir University						X
065	04/09/13	Nigeria	Tai Solarin College of Education						X
064	04/09/13	Nigeria	Jigawe College of Education						X
063	04/05/13	Belarus	State University of Grodno				X		
062	04/04/13	USA	Florida Atlantic University						X
061	04/04/13	China	Northwest University of Nationalities						X
060	03/29/13	Belarus	State University of Grodno				X		
059	03/28/13	Syria	Damascus University	X					
058	03/28/13	Ethiopia	Addis Ababa University		X	X			
057	03/18/13	Pakistan	Government Degree Science College	X					
056	03/12/13	Jordan	Al al-Bayt University	X	X	X			
055	03/09/13	Saudi Arabia	Institute of Diplomatic Affairs			X			
054	02/26/13	Congo (DRC)	University of Lubao	X					
053	02/23/13	Singapore	Nanyang Technological University				X		
052	02/22/13	UAE	London School of Economics					X	
051	02/19/13	Malaysia	University of Malaya						X
050	02/13/13	Nigeria	Rivers State University of Science and Technology, Port Harcourt	X	X				
049	02/02/13	China	Central Minorities University					X	X
048	01/29/13	Bahrain	American University Cairo					X	
047	01/26/13	India	Center for the Study of Developing Societies			X			
046	01/24/13	Turkey	N/A			X			
045	01/18/13	Guatemala	Association for the Advancement of the Social Sciences in Guatemala (AVANCSO)						X
044	01/15/13	Syria	University of Aleppo	X					
043	01/10/13	Iraq	University of Diyala	X					
042	01/06/13	Tanzania	Kampala International University				X		
			2013 total:	**35**	**13**	**14**	**12**	**3**	**14**

AFMI	Date	Country	Institution						
2012									
041	12/26/12	Bahrain	Bahrain University		X	X			
040	12/25/12	Russia	Kabardino-Balkar Agricultural State University	X					
039	12/13/12	Côte d'Ivoire	Université Félix Houphouet-Boigny de Cocody	X	X				X
038	12/11/12	Sudan	Omdurman Islamic University	X	X				X
037	12/08/12	China	China Jiliang University		X				X
036	12/08/12	Nigeria	University of Calabar	X					
035	12/05/12	China	Tsolho Technical School	X	X	X			
034	12/04/12	China	Central Minorities University		X			X	
033	12/03/12	Sudan	Al Jazeera University	X	X				X
032	12/01/12	Sri Lanka	Jaffna University	X	X				
031	11/24/12	Afghanistan	Kabul University, Kabul Polytechnic University, Kabul Medical University, Martyr Rabbani Education University	X					X
030	11/21/12	Togo	University of Kara		X				
029	11/20/12	Uganda	Uganda Institute of Allied Health and Management Sciences				X		X
028	11/19/12	Zimbabwe	Bindura University		X				
027	11/06/12	Bahrain	N/A					X	
026	11/01/12	India	Jadavpur University and other colleges of Kolkata	X	X				
025	10/12/12	Togo	University of Kara	X					
024	10/09/12	Nigeria	University of Port Harcourt						X
023	09/21/12	Afghanistan	Kabul Education University						X
022	09/14/12	Belarus	State University of Grodno				X		
021	09/04/12	Israel	Ben Gurion University						X
020	08/15/12	Nigeria	Rivers State University of Science and Technology	X					X
019	07/05/12	Malawi	University of Malawi						X
018	07/01/12	Pakistan	National College of Art			X	X		X
017	05/26/12	Nigeria	Nnamdi Azikiwe University						X
016	05/21/12	Liberia	Cuttington University				X		
015	05/19/12	Zambia	University of Zambia			X			
014	04/29/12	Nigeria	Bayero University Kano	X					
013	04/12/12	India	Jadavpur University		X	X			
012	03/29/12	Zimbabwe	National University of Science and Technology		X	X			
011	03/28/12	Togo	University of Kara	X	X		X		

Killings, Violence, Disappearances Imprisonment Prosecution Loss of Position Travel Restrictions Other

AFMI	Date	Country	Institution						
2012									
010	03/14/12	Nigeria	University of Ilorin				X		X
009	03/06/12	Tunisia	University of Tunis-Manouba			X			
008	02/17/12	Sudan	University of Khartoum	X	X				X
007	01/30/12	Zimbabwe	National University of Science and Technology		X	X			
006	01/25/12	Nigeria	Bayero University Kano	X					X
			2012 total:	**15**	**16**	**8**	**6**	**2**	**16**
2011									
005	05/18/11	Bahrain	Bahrain Polytechnic, University of Bahrain				X		
004	04/12/11	Swaziland	University of Swaziland	X	X	X			
003	03/27/11	Malawi	University of Malawi	X	X				
002	02/12/11	Malawi	University of Malawi				X		X
001	01/10/11	Tunisia	All Tunisian Academic Institutions						X
			2011 total:	**2**	**2**	**1**	**2**	**0**	**2**
			January 1, 2011 – May 1, 2015 total:	**111**	**67**	**47**	**37**	**12**	**59**
			Total Attacks:	**333**					

Killings, Violence, Disappearances · Imprisonment · Prosecution · Loss of Position · Travel Restrictions · Other

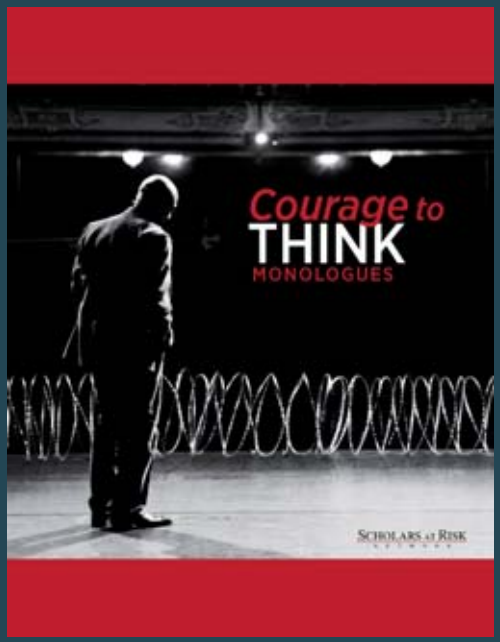
OTHER MATERIALS

All materials are available at the Scholars at Risk website at www.scholarsatrisk.org.

Report of the SAR Network 2014 Global Congress

freedom to THINK responsibility to ACT
UNIVERSITIES, ACADEMIC FREEDOM & HUMAN RIGHTS
SCHOLARS AT RISK
ACTIVITIES FOR INSTITUTIONS, RESEARCHERS & STUDENTS

SAR Network Activities for Institutions, Researchers & Students



Courage to Think Monologues: Stories of threatened scholars

OTHER MATERIALS

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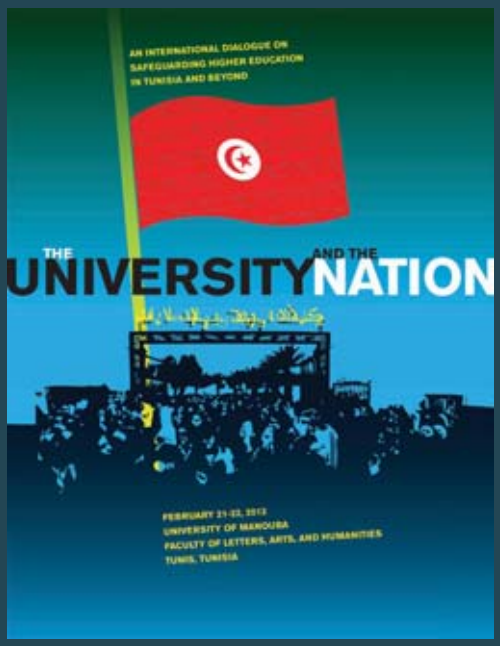

The University and the Nation: Safeguarding Higher Education in Tunisia and Beyond

Intellectual-HRDs and claims for academic freedom under human rights law

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Many human rights defenders operate from within higher education institutions, research institutes, academies, societies and 'think-tanks'. Many of these academics, researchers and lecturers would recognise themselves as human rights defenders because their academic work is consciously paired with rights-promoting education and advocacy. Others may not set out to be human rights defenders, but are cast in the role after being targeted for attack. Human rights claims arising out of such attacks on intellectual-HRDs, if brought, typically do not include claims for violations of academic freedom. As a result the standards are underdeveloped relative to other human rights claims and the scope of academic freedom violations globally. This may be in part due to a negatively reinforcing lack of familiarity with issues of academic freedom and the available standards for protection among human rights advocates, and in part to the fact that attacks on academic freedom often manifest as violations of other rights under which claims are brought (e.g. wrongful detention or torture). This article argues that existing human rights law would sustain claims for violations of academic freedom as independently and interdependently derived from the rights to freedom of opinion and expression and the right to education. This article argues that including academic freedom claims in such cases has the benefit of providing an additional basis for relief while strengthening the claim for relief on a manifested violation by providing evidence of motive and intent. Including academic freedom claims also has the independent value of addressing the wider harms to the claimant-victim and society that result from attacks on intellectual expression and are not reached by relief on the manifested violation alone, including harms to a claimant-victim's creative, intellectual or expressive work, and widespread chilling effects on creativity, teaching, publication and the free exchange of ideas in society.

Keywords: academic freedom; free inquiry; freedom of movement; higher education; institutional autonomy; right to education; scientific progress

1. Introduction

Many human rights defenders (HRDs) operate on a full or part-time basis from within higher education institutions, including research and teaching universities and colleges as well as independent research institutes, academies, societies and 'think-tanks'. Many of these academics, researchers and lecturers would recognise themselves as HRDs because their academic research, publishing and/or teaching is consciously paired with rights-promoting education and advocacy activities. This is most evident, for example, with

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Around the world today, higher education communities suffer frequent attacks by those seeking to gain or hold power, control access to information, and restrict research, publication, teaching and learning. Beyond the harms to direct victims, these attacks harm society by undermining the ability of higher education communities to serve their educational, economic and social functions, denying society the full benefits of top quality higher education.

Scholars at Risk responds to these attacks. Scholars at Risk is an international network higher education institutions and individuals in over 37 countries. Our mission is to protect higher education communities and their members from violent and coercive attacks, and by doing so to expand the space in society for reason and evidence-based approaches to resolving conflicts and solving problems. We meet this mission through direct protection of individuals, advocacy aimed at preventing attacks and increasing accountability, and education activities aimed at promoting academic freedom and related values.

Scholars at Risk provides a range of opportunities for involvement in network activities including institutional involvement by hosting scholars and events and individual involvement by academics, researchers, students and the public. Scholars at Risk welcomes inquiries from those interested in supporting this work. To learn more about SAR activities, network membership, or how you or your institution might benefit, visit www.scholarsatrisk.org.

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